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ABSTRACT

The affective domain in education, with particular reference to goals and objectives, is described. Following a brief discussion of the affective, cognitive, and psychomotor domains, the report focuses on non-cognitive goals and objectives. The report proper contains four sections: (1) an overview of general goals and objectives found in the education literature; (2) a discussion of learning and adaptation; (3) what the mental health, personality, and creativity literature tells us about the healthy, effective, fully functioning, self-actualizing, creative person; and (4) an analysis of key words used in stating objectives. (For related documents, see TM 002 183-184, 186.) (DB)

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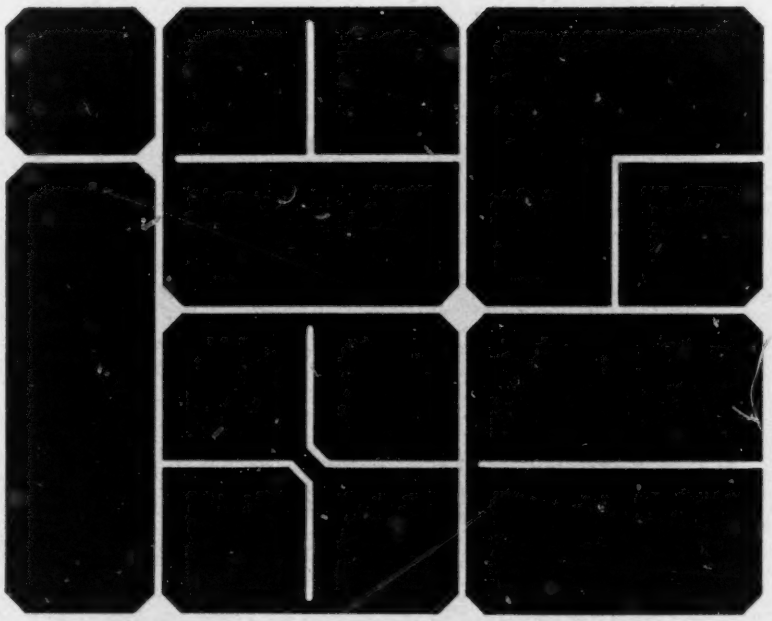

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AFFECTIVE GOALS OF EDUCATION

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The purpose of this paper is to explore the affective domain in education, with particular reference to goals and objectives. The discussion will be descriptive rather than prescriptive, describing the kinds of goals and objectives which have been developed as opposed to prescribing particular goals and objectives. Hopefully, the overview provided will prove useful as a resource to schools and school systems in selecting and defining their own objectives.

Educators sometimes talk about the affective, cognitive, and psychomotor domains as if they were unrelated activities, whereas in the feeling, thinking, behaving person, they exist together and cannot be separated. Most if not all psychomotor activity is precipitated, mediated, and followed by cognitive and affective activity. It is quite probable that all cognitive activity is accompanied by affect of some sort, and that affect comes into awareness and is processed cognitively. We act and react as total organisms.

Although these three domains do not function independently in the person, they do represent different types of activity. It may be useful to examine them separately as well as together in planning educational outcomes and strategies. We should also ascertain whether these three domains, at least as presently defined, subsume all desirable educational outcomes.

The three domains as defined by Krathwohl, Bloom, and Masia (1954, pp. 6-7) do not appear to describe a complete person:

> 1. Cognitive: Objectives which emphasize remembering or reproducing something which has presumably been learned, as well as objectives which involve the solving of some intellective task for which the individual has to determine the essential problem and then reorder given material or combine it with ideas, methods, or procedures previously learned. Cognitive objectives vary from simple recall of material learned to highly original and creative ways of combining and synthesizing new ideas and materials.
>
> 2. Affective: Objectives which emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. Affective objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience.
>
> 3. Psychomotor: Objectives which emphasize some muscular or motor skill, some manipulation of material and objects, or some act which requires a neuromuscular coordination.

Personality theorists have included a fourth dimension, the conative, which refers to purposive, goal-directed (goal-seeking or goal-avoidance) activity. Most of man's behavior--cognitive, affective, or psychomotor--is in some way goal-related. Interests, intentions, and motivation are quite directly related to goals. Values and attitudes are goal-related in that they serve to define what is considered important or useful to the individual and thus determine his goals. Gordon Allport (1961, p. 258) stated that "it is artificial to distinguish thinking from motivation," that both are "continuous, effortful, goal-directed, self-experienced activities."

Conative educational goals and objectives would be concerned with the identification and development of personal goals, aims, and aspirations and with the organization of efforts and mobilization of resources in their pursuit. Much if not most of a person's cognitive activity is thus in the service of conative needs. Much of a person's affective activity

is in reaction to, or anticipation of, goal achievement or denial, or to frustration in approaching goals.

The relationship between the affective and conative dimensions is complex. It would be difficult if not impossible to separate the two. Perhaps this is why conative educational goals and objectives, when included, are usually categorized as affective.

There is still a fifth dimension of behavior, one that is different from but closely related to the others. This is perception, the process by which man accumulates, organizes, and assigns meaning to the data that will be processed, reacted to, or acted upon by the other processes or activities.

Perception is in turn affected by the other dimensions of behavior. Both cognitive and affective processes influence perception, through the establishment of perceptual sets or expectations. Conative processes direct the person's attention to data that will support the attainment of his goals or meet his needs. Cognitive theories and affective beliefs, values, interests, preferences, attitudes, and fears or aversions influence attention to stimuli and determine the form they will take.

Thus a person attends to particular stimuli from among the multitude of stimuli with which he is constantly bombarded. If needed or desired stimuli are not actually present, they may be imagined or created. Those stimuli allowed into awareness are then interpreted and often distorted in accordance with the person's beliefs, values, expectations, and needs. Man often, perhaps usually, perceives what he expects to perceive. It would seem, in fact, that perception may be in the service of prejudices, biases, and affirmation of the self more often than in presenting the person with the data of reality.

The lowest level of the taxonomy of affective objectives (Krathwohl, Bloom, and Masia, 1964) is primarily concerned with perception--receiving and attending behavior, which may be affected as much by cognitive sets or expectations as by affective states or conditions, not to mention conative needs and goals or psychomotor states (physiological readiness). Perception would also be involved at higher levels, in the incorporation (and perhaps distortion) of new material into the person's construct, belief, and value systems. This very important aspect of perception does not receive sufficient attention in either the cognitive or affective taxonomies as developed by Bloom, Krathwohl, and their associates.

Perception is given little emphasis in educational goals and objectives. When it is found, it is often categorized as a cognitive activity. Perception is perhaps more irrational than rational, however, and is thus probably more closely related to the affective and conative dimensions than to the cognitive.

Although perception, cognition, conation, and affection are interdependent and interrelated, the following distinctions might be helpful. Perception is primarily concerned with the collection, organization, and assignment of meaning to data. Conation is concerned with the identification and pursuit of goals and in this respect provides direction to both perception and cognition. Affection involves emotional reaction and feelings as well as personal values, beliefs, attitudes, standards, preferences, etc.

If we are interested in the total person, it is unrealistic and counterproductive to develop separate lists of goals and activities for each dimension of behavior. Particularly when considering the development of higher order, complex processes associated with learning, creativity, problem-

solving, decision-making, planning, evaluating, and goal-seeking, it is essential that the coexistence and interaction of the various dimensions of behavior be recognized.

Factual information (subject matter) is of little use to the student beyond the passing of examinations if he has not learned to apply it in the service of his own needs and goals through these processes. The attitudes he develops toward the information and the value he places on it are directly related to the personal meaning it has acquired. His self-concept is directly related to the success or lack of success he has had as a learner, problem-solver, decision-maker, planner, evaluator, creator, and achiever.

The remainder of the paper will focus on non-cognitive goals and objectives, with full realization that it would be as wrong to neglect the cognitive as it has been to neglect the non-cognitive. Many of the goals will involve cognitive activity, because the focus will be on behavior, not on isolated domains.

The first section will consist of an overview of general goals and objectives found in the education literature. The second section will address learning and adaptation. Education must be responsive to a rapidly changing world, preparing students for the present and the future, not for the past. The third section will explore what the mental health, personality, and creativity literature tells us about the healthy, effective, fully-functioning, self-actualizing, creative person. The last section will present an analysis of key words used in stating objectives.

In developing a comprehensive set of goals and objectives, it would be well to draw on all four sections. No attempt has been made in this paper to combine the sections or to formulate goals and objectives based on the examples and implications of the four sections.

OVERVIEW OF GOALS FOR EDUCATION

Erich Fromm (1941, p. 317-318) has said that "the fundamental approach to human personality is the understanding of man's relation to the world, to others, to nature, and to himself." These four general categories were employed to classify goals and objectives obtained from a number of sources, primarily from general educational goals of several states. Purely cognitive and psychomotor objectives were eliminated, but these proved to constitute a small minority of the total list of objectives. It is interesting that most general goals are affective and conative, but by the time these are translated into classroom objectives, little is left but the cognitive.

The following outline was developed from the longer list of goals and objectives reviewed and categorized in accordance with the preceding scheme. (See Appendix A for the complete list.) Goals and objectives in these categories involve the relationship or transactions of the learner with each entity--self, others, the man-made world, or nature. Some areas have been sorely neglected in the specification of objectives, whereas others have been strongly emphasized, as can be seen from the relative size of the lists of objectives.

Very few of these objectives are found in the typical curriculum or classroom, although they are usually considered to be the most important objectives of education. The objectives presented should be revised, based on the understanding we have achieved of human nature and the development of the mature personality. If such objective setting is not to be an exercise in futility, however, sincere efforts must be made to incorporate these objectives into the curriculum and the climate and strategies of the classroom. Once we have decided which outcomes are desirable, it will be necessary to commit ourselves to the conditions and strategies which are most likely to facilitate their achievement.

1. Self

1.0 General--self-realization, self-concept, self-awareness, self-understanding, self-acceptance, self-respect, self-esteem, self-analysis, self-improvement.

1.1 Locus of Control--self-direction, independence, power, self-reliance, initiative, autonomy, self-control, self-discipline.

1.2 Personal Organizing Systems--personal values, ethics, standards, morals, beliefs, constructs, principles, philosophy, style of life, philosophy of existence.

1.3 Personal Adjustment, Achievement, Interest, and Expression--

1.3a Health--good health habits, maintenance of physical and emotional well-being, safety, good nutrition.

1.3b Creativity--valuing and recognizing creativity as a basic human need; willingness to risk failure, to innovate; expressing oneself creatively and appreciating the creative expressions of others.

1.3c Coping with Change, Adversity, Ambiguity, and Uncertainty--functioning in a rapidly changing world, dealing with new situations and problems, adjusting to changing jobs and job requirements.

1.3d Productiveness, Work, Accomplishment--preparation for life-work, satisfaction of producing and contributing.

1.3e Leisure Time--constructive use of leisure time, intellectual interests, hobbies, recreation, sports.

1.3f Aesthetic Appreciation, Expression--appreciation of beauty, nature, art, literature, music, drama; creative self-expression through fine arts.

1.4 Personal Skills and Abilities--

1.4a Perception and Awareness--perceptual awareness, sensitivity, and accuracy.

1.4b Learning--passion for knowledge and pleasure in knowing; positive attitude toward learning; curiosity, an inquiring mind; motivation to learn; independence in seeking and using knowledge; good study habits; ability and desire to use the learning resources of the community; acceptance of learning as a life-long process of self-development.

1.4c Problem-Solving and Decision-Making--developing skills in problem-solving processes, securing information, analyzing, synthesizing, evaluating, drawing conclusions, and making decisions; interest in current problems, weighing alternatives for their solution.

1.4d Goal Setting and Goal Seeking--selection of meaningful and satisfying goals; selection and mastery of means for achieving chosen goals; setting personal goals based on understanding of abilities, interests, values, aspirations, and limitations.

1.4e Communication--competence in communicating feelings, ideas, and information through speaking, listening, reading, and writing; basic skills to obtain and express ideas through use of words, numbers and other symbols.

2. Others

2.1 Interpersonal Effectiveness--developing and maintaining effective interpersonal relationships; high regard for friendly, sincere, cooperative relationships; demonstrating sensitivity, empathy, affection, love, friendship, respect, courtesy, loyalty, cooperation, trust, openness; respect for the dignity and worth of the individual, respect for individuality; skills, attitudes, and understanding necessary for effective group action.

2.2 Family Relationships, Responsibilities--appreciation of the significance of the family, understanding and acceptance of family responsibilities.

2.3 Intercultural Understanding, Effectiveness--recognition of and willingness to live in a pluralistic society, world; understanding and appreciation for persons from other cultures or ethnic groups; satisfying relationships with a wide range of people.

2.4 Social Responsibility (community, nation, world, mankind)--Social awareness and responsibility; concern for one's fellow man, the general welfare, improvement of the human condition; acceptance of the rights and responsibilities of citizenship; loyalty to democratic ideals and institutions; respect for rights of others, acceptance of civic duties and community responsibilities; participation in the economic system as a producer and consumer; practicing socially acceptable behavior; recognition and understanding of world interdependence.

3. The Man-Made World--understanding and appreciation of human achievement in the sciences, humanities, and the arts; understanding and appreciation of the roles of science and technology in improving man's way of life.

4. Nature--desire to maintain a healthful and harmonious natural environment; values the conservation and wise use of human and natural resources; understanding of man as a part of nature.

LEARNING AND ADAPTATION

The world of today is very different from the world of previous generations. If the educational system accepts the responsibility of preparing persons to live in the world of the future, characteristics of that world should, to a considerable extent, dictate the goals of education. One thing we can be certain of, if the present is any indication of what we can expect in the future, is that we will live in a world of rapid change. Change demands continuous learning and adaptation. It also produces stress, with which we have to be able to cope. As Carl Rogers (1969, p. 304) said:

> In the world which is already upon us, the aim of education must be to develop individuals who are open to change. Only such persons can constructively meet the perplexities of a world in which problems spawn much faster than their answers. The goals of education must be to develop a society in which people can live more comfortably with change than with rigidity. In the coming world the capacity to face the new appropriately is more important than the ability to know and repeat the old.

According to Rogers (1967), then, "Learning how to learn, involvement in a process of change--these become the primary aims of an education fit for the present world. There must evolve individuals who are capable of intelligent, informed, discriminating, adaptive, effective involvement in a process of change." John Gardner (1962, p. 143) stated that our schools "must equip the individuals for a never-ending process of learning; they must guide his mind and spirit for the constant reshaping and re-examination of himself." He said also (1963, p. 26) that "a broad and firm base for a lifetime of learning and growth will equip man to cope with unforeseen challenges and to survive as a versatile individual in an unpredictable world. Individuals so educated will keep the society itself flexible, adaptive, and innovative."

Paul Torrance (1965) devoted considerable space to the importance of developing coping strategies involved in "encountering something new or not yet mastered (a novel situation, and obstacle, a conflict, etc.). He referred to Murphy's studies which indicate that creativity in coping will probably be found to involve different constellations of factors such as (p. 197-198):

1. Range of observation.
2. Discrimination in observation (unusual details).
3. Range of freedom to explore, manipulate, experiment.
4. Range of techniques with people.
5. Wide affective-cognitive range (ability to use and shift between secondary and primary processes and shades in between).
6. Freedom from excessive dependence on assumed limits or demands.
7. Large number of ideas.
8. Originality of ideas.
9. Constructiveness with materials (tendency to combine, integrate).
10. Capacity to integrate fantasy and impulse from within with opportunities in the external situations. (Murphy, 1957, p. 4).

Other characteristics listed by Torrance as important in coping with stress were:

1. Risk-taking (because "personality development can take place only through risk-taking and variation" [p. 198]).
2. Sensitivity to problems (because "adaptive action cannot be taken until the individual has recognized that a problem exists or that the situation is dangerous" [p. 350]).
3. Evaluative thinking ("After a person has made accurate discriminations, he must evaluate relationships before he can recognize the seriousness of the situation" [p. 361]).
4. Perceptual foresight and prediction abilities "to see beyond what is happening at the moment and to explore visually several possible courses of action. . . ." [p. 361]).
5. Judgment--"the ability to make wise choices of action in a somewhat ambiguous situation" ("the very essence of coping with stress in making wise choices under conditions of uncertainty, risk, or relative lack of structure" [p. 362]).

6. The ability to learn from experience and avoid past mistakes (to "reduce the number and seriousness of his errors," to "learn when he must summon his more expensive energies in order to succeed, and to "learn to test his limits and those of the situation" [p. 362]).

7. The ability to evaluate one's biases and the influence they might have on one's decisions [p. 363].

THE FULLY FUNCTIONING PERSON

> The fullest possible flowering of human potentiality is the business of education. It is our reason for being. Whatever we decide is the nature of the fully functioning, self-actualizing individual must become at once the goal of education [Combs, 1962, p. 2].

> It would seem that the amount of destructiveness to be found in individuals is proportionate to the amount to which expansiveness of life is curtailed. By this we do not refer to individual frustrations of this or that instinctive desire but to the thwarting of the whole of life, the blockage of spontaneity of the growth and expression of man's sensuous, emotional, and intellectual capacities. Life has an inner dynamism of its own; it tends to grow, to be expressed, to be lived. It seems that if this tendency is thwarted the energy directed toward life undergoes a process of decomposition and changes into energies directed toward destruction. In other words: the drive for life and the drive for destruction are not mutually independent factors but are in a reversed interdependence. The more the drive toward life is thwarted, the stronger is the drive toward destruction; the more life is realized, the less is the strength of destructiveness. Destructiveness is the outcome of unlived life. Those individual and social conditions that make for suppression of life produce the passion for destruction that forms, so to speak, the reservoir from which the particular hostile tendencies--either against others or against oneself--are nourished [Fromm, 1941, pp. 206, 207].

To assist in balanced growth and the development of an integrated, fully functioning personality, education must concern itself with the desiring, willing, seeking, perceiving, doing, creating, evaluating, feeling aspects of behavior as well as with the more common academic activities of memorizing and recalling or reproducing. If the self-actualization theorists are right, failing to provide for the natural growth of the total person will result in a less than adequate personality. Man's cognitive processes alone, no matter how well developed, can be of little service to him and to mankind unless he has learned to manage his feelings and to mobilize his total resources in the pursuit of meaningful, personal goals. If the purpose of education is to assist each person in becoming what it is possible for him to become (self-realization, -actualization), the desired outcomes of educa-

tion should be stated in terms of the fully functioning, well-integrated, self-renewing personality. We might look to the personality, mental health, and creativity literature for assistance in developing this description.

The following description of the fully functioning person will follow the outline developed in Section I. The distinctions among the four categories are not always clear and there are many complex interrelationships among them, but in attempting to achieve an understanding of how man functions as a total organism, it helps to be aware of the complexity and interrelationships.

The description is based primarily on the works of Erich Fromm, Abraham Maslow, Carl Rogers, Gordon Allport, Marie Jahoda, George Kelly, and Arthur Combs, as well as studies of the creative personality (Barron, 1955, 1957, 1959; Barron and Roe, 1957; Cattell, 1959; Drevdahl, 1956; Stein, 1955; Stein and Heinze, 1960).

Paul Torrance reviewed a number of views of the healthy, self-actualizing personality in his book, Constructive Behavior: Stress, Personality, and Mental Health (1965). Lists of characteristics reported by Torrance (Tyson, 1951; Tindall, 1955), the six aspects of positive mental health proposed by Marie Jahoda (1958, as reported by Torrance), characteristics of the self-actualizing person identified by Maslow (1954, 1962), characteristics of the mature personality proposed by Allport (1961), characteristics of the fully functioning person identified by Rogers (1969), and a composite of characteristics of the creative person are reported in Appendix B.

1. Self

In respect to the self, Fromm (1941, p. 283, 284) said:

> . . . that man can be free and yet not alone, critical and yet not filled with doubts, independent and yet an integral part of mankind. This freedom man can attain by the realization of his self, by being himself. What is realization of

> the self? Idealistic philosophers have believed that self-realization can be achieved by intellectual insight alone. They have insisted upon splitting human personality, so that man's nature may be suppressed and guarded by his reason. The result of this split, however, has been that not only the emotional life of man but also his intellectual faculties have been crippled. Reason, by becoming a guard set to watch its prisoner, nature, has become a prisoner itself; and thus both sides of human personality, reason, and emotion, were crippled. We believe that the realization of the self is accomplished not only by an act of thinking but also by the realization of man's total personality, by the active expression of his emotional and intellectual potentialities. These potentialities are present in everybody; they become real only to the extent which they are expressed. In other words, positive freedom consists in the spontaneous activity of the total, integrated personality.

Arthur W. Combs (1962, pp. 51, 52) stressed the importance of self-concept as a goal of education:

> We are beginning to discover that the kind of self concepts an individual possesses determines, in large measure, whether he is maladjusted or well adjusted. For example, it is not the people who see themselves as liked, wanted, acceptable, worthy, and able who constitute our major problems. Such people usually get along fine in our culture and make important contributions both to themselves and to the societies in which they live. It is the people who see themselves as unliked, unwanted, unworthy, unimportant or unable who fill our jails, our mental hospitals and our institutions.

Combs (pp. 52, 53) said also that persons with a positive view of self have "a tremendous advantage in dealing with life." They:

1. feel a higher degree of respect for their own individuality and uniqueness.
2. are less disturbed or upset by criticism.
3. can remain stable in the midst of stress and strain.
4. trust themselves and their impulses.
5. can utilize themselves as trustworthy, reliable instruments for accomplishing their purposes.
6. have less doubts and hesitation about themselves.
7. are free to pay much more attention to events outside the self, are more open to experience.

8. can deal with problems more objectively and more decisively.

9. can afford to behave unselfishly because the self is already basically fulfilled.

10. can be effective without worrying about conformity or non-conformity.

11. can risk taking chances; they do not have to be afraid of what is new and different.

12. can be creative, original, and spontaneous.

13. can afford to be generous, to give of themselves freely or to become personally involved in events.

14. have a greater tolerance of ambiguity.

15. have a more accurate conception of self, and can and do set more realistic goals for themselves.

16. can permit themselves to be what they are while working to become the best they can be.

We must realize that as educators we are dealing with personalities in the process of becoming. Identification and realization of the self is the prime goal of the student. Everything else is secondary. Supporting the individual in this quest should be the prime goal of education.

The terms self-actualizing (as opposed to self-actualized) and fully functioning are used because it is assumed that a man's potentialities are never completely realized. If he continues to grow and develop, he is always in a state of becoming. Such a person:

1. is open to his own feelings, able to live fully in the moment, fully aware of his experience and reations.

2. is accurate in his self-perception and self-understanding.

3. has a well-developed sense of identity, clarity of self-image, and good self-insight.

4. is self-accepting, with full realization of his limitations and imperfections.

5. shows self-respect and self-esteem, recognizing his uniqueness and worth as an individual.

6. is able to be himself, does not feel compelled to wear a mask or pretend to be something he is not.

7. is comfortable with his role identification, being himself but adapting to the requirements of his various roles (vocational, family, friends, etc.).

8. appreciates and enjoys the process of becoming his potentialities.

Other aspects of the self or of effective functioning will be discussed in the following sections. Self-direction and self-control; personal organizing systems; personal adjustment; achievement, interest, and expression; and personal skills and abilities are treated as sub-categories of the general self category. The self is further elaborated in succeeding sections, however, in transactions with others, the man-made world, and nature.

1.1 Locus of Control

The self-actualizing person is his own master. His behavior and thinking are characterized not by dependence or couterdependence but by independence and interdependence. He:

1. is independent in thinking and judgment but is open to information from all sources.

2. trusts his own intuition, judgment, and decisions.

3. is responsive to his own needs but considerate of the needs of others and the requirements of the situation.

4. is aware of the extent to which he is a product of his own culture and subject to group pressure, but is free to depart from group or cultural norms or biases that conflict with his own perceptions, values, or beliefs.

5. is not subservient to authority and questions expert or authoritative opinion.

6. does not fear being different.

7. accepts feedback from others but relies on his own evaluation of the evidence.

8. openly expresses his feelings and convictions but with consideration and respect for the feelings and convictions of others.

9. shows self-discipline and self-control.

10. is able to postpone rewards or delay satisfaction in the interest of long-term goals.

11. exercises good judgment and moderation, except where the situation requires excessive effort or attention.

12. shows self-confidence, self-sufficiency, and initiative.

13. is able to be alone with his own thoughts and creative pursuits.

1.2 Personal Organizing Systems

> If we examine a person's philosophy closely, we find outselves staring at the person himself [Kelly, 1955, p. 16].

George Kelly's Psychology of Personal Constructs (1955) is based on the thesis that man develops a personal way of viewing the world, his own system of constructs, that he imposes as a template on his world of experience. His thinking and perception are channelled by these constructs, limiting his access to ideas from others. "One does not learn certain things merely from the nature of the stimuli which play upon him; he learns only what his framework is designed to permit him to see in the stimuli [p. 79]." "It is not what happens around him that makes a man experienced; it is the successive construing and reconstruing of what happens, as it happens, that enriches the experience of his life [p. 73]."

Although Kelly rejected "the classical threefold division of psychology into cognition, affection, and conation," he considered man's constructs to be as much emotional and conative as intellectual. The primary purpose of the constructs is that they allow man to interpret present experience and to predict the future. They not only have personal meaning, but they are absolutely essential to the person who owns them. According to Combs (1962, p. 199):

> We are beginning to see that, unless behavior has changed, one has not really learned. It is becoming more and more

> clear that the key to effective behavioral change is an individual's personal discovery of meaning. It is values, beliefs, and personal meanings which affect behavior most markedly. People without beliefs, values and convictions cannot be counted upon in a society whose very survival depends on active, responsible and trustworthy people.

All this has many implications for education. We cannot expect another person to readily comprehend and accept the insight and understandings we would like to pass on to him. They have to fit within his construct system, or he has to develop the constructs, the frame of reference that will allow him to reconstrue that portion of the world in the way we would like him to. This means that it is difficult to teach another person to adopt our beliefs, values, and convictions. It would be more fruitful, and more humane, to provide the opportunity and the support for the other person to develop and learn to critically examine his own constructs. The way in which he does so will determine the extent to which his constructs serve him or enslave him. George Kelly (pp. 21, 22) said that:

> Ultimately a man sets the measure of his own freedom and his own bondage by the level at which he chooses to establish his convictions. The man who orders his life in terms of many special and inflexible convictions about temporary matters makes himself the victim of circumstances. Each little prior conviction that is not open to review is a hostage he gives to fortune; it determines whether the events of tomorrow will bring happiness or misery. The man whose prior convictions encompass a broad perspective, and are cast in terms of principles rather than rules has a much better chance of discovering those alternatives which will lead eventually to his emancipation.

It is essential that each person construct a well-developed system of beliefs, values, ethics, ideas, etc. (see Table 1 for a list of organizing systems), for the regulation of his life. He requires a unifying outlook, a philosophy of life to provide stability and meaning. Ultimately most men must come to grips with life's great questions and find purpose and

meaning in existence and acceptance of the inevitable. The mature person is able to transcend the trivialities and frustrations of daily life and achieve a sense of unity not only with mankind but with nature and the universe. (See the succeeding section on Organizing Systems, Attributes, and Behavior for additional discussion.)

1.3 Personal Adjustment, Achievement, Interest, and Expression

The distinction between this category and the following section on Personal Skills and Abilities is not clearcut. Both are concerned with processes, but the processes in this section are more nearly ends in themselves, sometimes states of being, whereas the processes in the following section are more usually means to other ends. The two sections are very much interdependent, although the skills and abilities are more often tools serving the processes included in this section.

1.3a Health

This is a very general category, which includes both physical and emotional health. It involves taking proper care of oneself so that one can be healthy in mind and body. The healthy person:

1. leads a balanced, orderly life but with variety in actively and multiple interests.
2. maintains an integrated personality, coordinating needs and goal-seeking behavior.
3. is able to experience his emotions but is not controlled by them.
4. has relative freedom from fear, anxiety, and tension.
5. has a good, unhostile sense of humor--the ability to laugh at himself.
6. has active, genuine interests in some significant spheres of human behavior--work, study, family, hobbies, etc.
7. maintains effective relations with others, particularly those close to him.
8. engages in sufficient physical activity to maintain a healthy body.

9. attends to both physical and mental growth and development.

10. possesses energy, zest, and spontaneity.

11. has a sense of well-being, an inner feeling of contentment, health and inner peace.

This description is not complete, of course. The healthy person is the fully functioning person, which means that the characteristics mentioned in preceeding and following sections would also apply to this category. The healthy person has a good self-concept, self-control, and self-determination, well-developed organizing systems, and is creative, able to cope with change, etc.

1.3b Creativity

Here again we have the problem that descriptions of the creative person are very similar to descriptions of the fully functioning or healthy person, which would imply that healthy, fully functioning persons are more likely to be creative (See Appendix B). A person must be free to risk, to take a chance, if he is to be creative. Creativity involves departure from traditional or accepted ways, trying something new and different. A person must, then, be in a climate that supports non-conformity and exploration or have the ego strength to withstand the pressures to conform if he is to be creative.

Studies of creative persons show that they have all the characteristics discussed thus far. They are self-accepting, more open to the irrational in themselves, self-determining and independent, non-conforming, and have a flexible and adaptable system of constructs. In addition, the creative person:

1. is adventurous, resourceful, and willing to take a chance.

2. is attracted to disorder and has a preference for complexity.

3. has a high tolerance for ambiguity.

4. resists closure on a problem until he has explored many alternatives (usually until it has had time to incubate), but has a strong need for ultimate closure.

5. has an attitude of constructive discontent--is constantly looking for ways in which things might be improved.

6. has a creative imagination.

7. demonstrates a creative approach to life in general, the ability to identify fresh solutions to life's daily problems.

8. is sensitive, perceptive, and trusts his feelings and intuition.

Creativity is very important in coping with change or adversity. The creative person, in fact, seeks variety. He also finds great personal satisfaction in creative work and achievement, and is aesthetically sensitive. He has a highly developed sense of perception, necessary to allow him to see things in new, fresh, or different ways. Problem solving and creativity are very close, of course, if problem solving is defined to include sensitivity to problems and exploration of alternatives. The only difference, perhaps, is the inclusion of the incubation and illumination phases in the creative process. The creative person is perhaps more willing to trust his intuition. The two are often combined, however, in "creative problem solving."

1.3c Coping with Change, Adversity

This category was discussed extensively in the preceeding section on Learning and Adaptation. Here again, the ability to cope or adapt shares many characteristics with other categories listed. Effective coping requires self-confidence, emotional stability, initiative, resourcefulness, creativity, etc. The person who is effective in coping or adapting:

1. is very much in tune with reality, accepts those things which he cannot change and focuses on those which he can.

2. pays primary attention to the present, does not escape into the past or the future.

3. is able to maintain a focus on long-range goals and satisfactions necessary to endure present hardship conditions.

4. has the emotional stability and self-confidence to tolerate frustration and to persevere in the face of difficulties, obstacles, or stress.

5. is able to perceive alternative solutions to problems that face him.

6. is flexible, adaptable, and versatile in the use of coping strategies.

7. is able to learn from his own mistakes or failures.

This description focuses more on the aversive aspects of change or on obstacles to the achievement of personal goals or satisfactions. As mentioned earlier, however, the healthy, creative person welcomes change and seeks variety. He becomes bored with sterile or monotonous routine. Adaptation in this sense is characterized more by the desire for change or variety than by avoidance of something threatening or unpleasant.

1.3d Productiveness, Work, Accomplishment

A healthy self-concept requires a perception of oneself as someone who is competent and productive in some meaningful field of endeavor. A person's work is very important to him. If he is not able or allowed to achieve a personal satisfaction of accomplishment in his work, he will seek accomplishment in outside activities--hobbies, sports, social service, church, etc. A person who is not able to do so is not likely to be psychologically healthy. The person who is satisfying this need:

1. shows pride in his achievements and a desire to excel.

2. is motivated, industrious, energetic, and committed to his work.

3. has the capacity and the tendency to lose himself in a meaningful task.

4. welcomes difficult, challenging tasks, which he undertakes with determination, diligence, persistence, and perseverance.

1.3e Leisure Time

Effective use of leisure time is closely related to mental health, in that a person who is unable to make effective use of his leisure time is not leading a balanced life and is not as likely to be healthy as a person who is able to. The person who is making effective use of leisure time:

1. is able to set his work aside, relax and enjoy himself in outside, meaningful activities.
2. is able to play.
3. has the interest necessary to sustain involvement in non-work activities without boredom.
4. has a variety of interests.

1.3f Aesthetic Appreciation, Expression

Aesthetic sensitivity is closely related to mental health and creativity, in that a person must be in touch with and able to experience and appreciate his deep emotional feelings. Maslow has dealt with this characteristic more than any of the other authors cited. The self-actualizing person, according to his description is more spontaneous, more willing to experience, more in touch with his feelings, and has a higher frequency of peak experiences--an experience in which the person is completely caught up in the intensity, enjoyment, richness, and almost mystical quality of his feelings.

Aesthetic appreciation requires a transcendance of self and an identification with the aesthetic object, whether it be a creation of man or of nature. Aesthetic expression occurs when a person is absorbed by the aesthetic quality of his own creation, by the process of creation itself.

1.4 Personal Skills and Abilities

1.4a Perception and Awareness

The intimate relationship between perception and a person's self-concept and organizing systems (beliefs, values, goals, ideals, expectations, etc.) has been mentioned before. A person's perceptions are determined by the frame of reference he imposes on the stimuli available to him, and by his needs and expectations. The more restricted and inflexible the person's constructs and the greater his needs, the more constricted his perceptions.

A person attends to those stimuli that have value or meaning for him, and ignores or remains unaware of the remaining stimuli. The perceptual data are incorporated, organized, and if necessary modified or distorted to fit the person's needs, expectations, self-concept, and view of the world. They acquire personal meaning and value based on how well they fit and support the person's view of self and the world or to the extent that they are able to force him to question and perhaps to modify this view. They assume value to the person to the extent that they satisfy needs or contribute to the achievement of goals. Questioning or denying a person's perceptions, therefore, often amounts to challenging his image of himself or the validity of the systems by which he organizes and makes sense of the world.

A person's behavior is determined largely by his perceptions, the way in which he interprets or assigns meaning to events. His behavior is appropriate to the world as he perceives it, therefore, not necessarily to the world as it really is.

These understandings are essential if we are in the business of assisting others in learning, growth, and development. The focus should be on what the other person needs and is able to learn, not on what we would like to teach. We must realize as Combs and Snygg (1959, p. 149) said that:

> To be effective, education must find ways of helping people discover the personal meaning of events for them. Events which do not seem to have any relationship to the self are likely to be ignored if, indeed, they are perceived at all. It is only when events are perceived as having some relationship to self that behavior is changed as a result of perceiving.

Helping a person increase his awareness and the sensitivity and accuracy of his perceptions should be a goal of education, but it is not a simple task when we realize the interdependence of perception with a person's self-concept and organizing systems. Improving perception may well require attention to self-concept, personal needs and goals, and beliefs, values, expectations, etc.

The perceptive person:

1. is open to both inner and outer experience and able to respond spontaneously.
2. actively seeks to sense, as accurately as possible, the existential situation within and without.
3. is accurate in his perceptions--does not bend reality to fit his needs and fantasies.
4. demonstrates the ability to understand what things mean, to penetrate to the core of a concept or event and see its relationships and implications.
5. is intuitive and visionary, recognizes that the subjective data from his total organism may be more accurate than the data from apparent objective reality.

1.4b Learning

Learning has been discussed previously in the section on Learning and Adaptation, with particular respect to the need to learn how to learn to keep pace with a rapidly changing world. Learning is not something done in school; learning is a necessary part of living, and should be treated as such. The goal of education, therefore, should be to help persons learn how to learn in a way that will serve their continuing needs outside the classroom, not to learn in a constricted and unnatural way to meet someone else's needs. The effective learner:

1. is curious, has an inquiring mind.

2. likes to think, is speculative.

3. has a continuing desire for understanding and an interest in current problems.

4. has a breadth of interest.

5. is open-minded, receptive to others' ideas.

6. questions both information and the source of information.

7. examines and evaluates new information in respect to its relationships to other information and its usefulness.

8. assumes the responsibility for his own learning, identifying goals, strategies, and resources.

9. is able to make effective use of available resources.

10. is able to assess his learning progress.

11. shows initiative and perseverance in learning activities.

12. is able to profit from experience and to learn from his mistakes.

1.4c Problem Solving and Decision Making

Problem solving and decision making are essential living skills, for adapting to change, coping with stress or adversity, and for the achievement of goals. We are constantly confronted with problems that need to be solved or decisions, choices among alternatives, that need to be made. A person who is an effective problem-solver and decision-maker:

1. is sensitive to problems; able to anticipate problems or identify them when they first appear.

2. has effective problem-solving skills--the ability to identify, collect, organize, and evaluate relevent data; to identify and evaluate alternative solutions; to implement the solution selected; and to follow through, testing the effectiveness of the solution.

3. has the motivation and perseverance necessary to master a problem.

4. is able to anticipate and weigh the consequences of alternative decisions.

1.4d Goal-setting and Goal-seeking

Goals were included among the organizing systems discussed earlier, because a person's goals constitute a complex and elaborate system which direct and control the vast majority of his activities. Man is not driven by instincts, he responds to goals, most of which he has formulated himself. Goal-setting and goal-seeking are conscious, useful, and necessary skills, however, which is why they are included in this section. A person who is effective in this area:

1. is able to make his own decisions about goals that are important and meaningful to him, does not rely on others to establish goals for him.
2. is able to set realistic goals, based on a clear perception of his limitations and capabilities and the reality of his situation.
3. is able to set long-range goals and to establish enroute objectives or mileposts.
4. is able to identify and evaluate alternative approaches to the achievement of his goals.
5. is able to identify and mobilize the resources available to him in the achievement of goals.
6. is able to assess his own progress.
7. is able to persevere in the face of obstacles or setbacks.
8. is able to abandon goals that cannot be achieved or goals that are not worth the expenditure of the required time or effort.
9. remains flexible and open to modifying his goals if through maturity or experience he discovers new goals that are more meaningful or important.

1.4d Communication

Communcation as a skill has received little attention in the mental health or creativity literature, although communication as a part of effectively relating to others is considered essential and will be treated in the next section.

Communication concerned with receiving is closely related to many of the characteristics we have discussed previously--self-concept, openness to ideas, perception, etc. It also involves a willingness to try to understand another person's point of view or way of looking at the world, or perhaps even his unspoken needs and goals.

Communication associated with transmission involves much more than organization of thoughts, clarity of speech or writing, conciseness, etc., all of which have been spelled out in detail for communcation's courses. It requires a sensitivity to the needs, construct system, level of comprehension, and receptivity of the receiver. If the other person hasn't received, you haven't communicated.

An area that is sadly neglected is that of nonverbal communication. Most really significant communication between people involves feelings, not ideas, and is nonverbal. We listen as much to the unspoken message as to the words we hear in most communication with persons who are important to us. Even with persons who are not important to us we have an inner ear tuned to nonverbal communication of sincerity, dependability, frankness, etc. We are constantly alert to the possibility of incongruence between what one means and what one says.

Although we constantly rely on nonverbal feedback from others, we very often are not aware of the nonverbal messages we transmit, and other persons seldom give us this feedback verbally. We can increase our sensitivity to others' reactions, and in this way infer what has been communicated.

Most of us have difficulty communicating feelings verbally. We frequently become embarrassed when we have to do so, or when others verbalize their feelings to us, particularly warm, positive feelings (at least in this culture). It is usually much easier to verbalize negative feelings, unfortunately.

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Lack of congruence can occur between what we really feel and what we admit to ourselves we feel, or it can occur between what we know we feel and what we verbally communicate to others. We sometimes close off, or attempt to close off, communications with our own feelings. If our self-image requires that we not have certain feelings, such as hostility, fear, etc., we may deny their existence, refuse to recognize them in ourselves. But more often, we try to prevent others from knowing our feelings, failing to realize that it is difficult, sometimes impossible, to keep from communicating feelings nonverbally.

This lack of congruence creates a barrier between persons, making trust and effective communication difficult. Congruence between nonverbal and verbal communication is thus important for effective relations with others.

2. Others

Four subcategories are included in this section, beginning with the general category of Interpersonal Effectiveness, which is a necessary component of all three succeeding categories--Family Relationships and Responsibilities; Intercultural, Pluralistic Society, Understanding and Acceptance; and Social Responsibility.

2.1 Interpersonal Effectiveness

> The necessity to unite with other living beings, to be related to them, is an imperative need on the fulfillment of which man's sanity depends. This need is behind all phenomena which constitute the whole gamut of ultimate human relations, of all passions which are called love in the broadest sense of the word [Fromm, 1955, p. 36].

> Modern man's feeling of isolation and powerlessness is increased still further by the character which all his human relationships have assumed. The concrete relationships of one individual to another has lost its direct and human character and has assumed a spirit of manipulation and instrumentality [Fromm, 1941, pp. 138, 139].

The reciprocal and interdependent relationship between self-concept and relations with others prevents a clear separation of the two areas. (See Appendix C for a comparison of the open and closed systems of human relating, from Wight, 1970.) A person's experiences with significant others, particularly their communicated perceptions and expectations of him, determine in large measure his view of himself, which in turn determines the way he behaves. If a person's past relations with others have allowed him to achieve positive self-regard, he will be able to be more free, open, trusting, and spontaneous in his present and future relations with others, whereas if he has developed a negative self-concept, he will have to be more guarded and less trusting, to build walls to protect himself against possible hurt or humiliation. Unfortunately, our expectations of the way in which others will treat us probably will be met. Thus, whatever a person's self-concept, it is likely to be reinforced by his relations with others.

Perhaps the greatest disservice we do to students, and ultimately to the world, is to throw them into competition with one another in school. It not only is essential that people learn to work together effectively and harmoniously, but it is important that we learn to relate to one another as human beings, to recognize and meet another person's needs for support, acceptance, and affection, and while doing so, to satisfy our own human needs. A person who is interpersonally effective:

1. communicates a genuine interest in others; likes people, seeks contact with others.
2. is perceptive regarding his effect on others and their effect on him.
3. has the ability to be open, accessible to others--does not build a wall to protect himself.

4. has the ability to trust others and to gain their trust.

5. communicates a basic faith in human nature, an assumption that people are fundamentally honest, trustworthy, and dependable.

6. has the ability to risk, to share his true feelings, beliefs, values, opinions, ideas, etc., when by doing so he might be vulnerable to criticism or subject to rejection.

7. presents congruence between what he feels and what he says; is authentic, genuine, honest, sincere, and straightforward in his relationships.

8. demonstrates loyalty and dependability.

9. communicates genuine, warm acceptance, non-possessive and undemanding, to those around him, as opposed to demanding, possessive acceptance or a reserved, impersonal, unfriendly, or hostile attitude.

10. is able to establish close, mutually growth-producing relationships with a few persons and effective, even though not close, relations with most other persons.

11. has the capacity for affection--the ability to love others and to accept love and support from others.

12. is able to relax and enjoy the company of others.

13. communicates an appreciation of the uniqueness and intrinsic value of each individual (including himself).

14. communicates respect and appreciation for individual differences, for beliefs, values, opinions, and ideas different from his own.

15. encourages others to think for themselves, supports creativity; does not demand conformity to his standards, beliefs, values, etc.

16. is open, receptive, and interested in the ideas, opinions, feelings, and reactions of others.

17. is able to accept constructive feedback or criticism without reacting defensively, becoming hostile, or withdrawing.

18. is empathically sensitive and responsive to the needs and feelings of others, reacts appropriately to the mood and content of another person's communications--verbal and nonverbal.

19. demonstrates genuine concern for the welfare, learning, growth, and development of others.

20. is able to provide constructive criticism, meaningful feedback, support, and encouragement to another person.

21. is able to relate and work well with a wide variety of personalities.

22. is able to listen to others but to state his own position without becoming hostile or defensive.

23. is able to handle conflicting situations effectively, maintaining a problem-solving orientation, not allowing the situation to deteriorate into an attack on personalities.

24. is able to absorb hostility without becoming hostile in return or rejecting the other person; listens, attempts to understand what the other person is saying and why he is saying it; does not bear a grudge, is not vindictive.

25. is able to work cooperatively with others; is non-competitive, has no need to exert power or control over others, and low need for status, recognition, or reward.

26. is able to work effectively as a member of a group, performing appropriate roles as needed for maintenance of the group or accomplishment of the task.

2.2 Family Relationships and Responsibilities

The ability to establish close, supportive, growth-producing family relationships is essential if we recognize the effect the family very probably has on the formation of a child's personality in the very early years of his development. What has been said about interpersonal effectiveness applies within the family as well, but it is sometimes much more difficult to apply what one knows with one's own family. At some time in their lives, all children have to separate from their parents to establish their own individuality and identity. Peer pressure often forces the child to reject the values and beliefs of his parents. The separation and rejection can be a painful experience for all involved, and sometimes produces hurt or resentment that is never overcome.

The rebellion and testing of limits in very early years is not so painful for the parent. If it is handled with understanding and acceptance at this time, the chances are it will not be so severe or painful later. If it

is handled with stronger and stricter control, and particularly with rejection by the parent, the necessary separation in later years can be expected to be a painful experience. Some parents never overcome their desire to control the child (no matter how old), and some children never overcome their resentment.

Parents or prospective parents should learn to provide a climate of safety, support, freedom, trust, and love within the family unit. Within such a climate, the probability is much greater that the children will develop a healthy self-concept and effective relations with others, including their own family.

This is not meant to imply, however, that the burden or responsibility should be placed wholly on the parents, or that they should accept the total blame if a child rejects them, their values, beliefs, standards, and way of life. Peer pressure, or an individual's search for his own identity, is sometimes stronger than family ties. Often the separation is more to overcome one's own feelings of dependence than to escape from a restricting or unpleasant family environment.

If the child can learn to relate to others effectively and to work cooperatively with others in school, he might be able to apply what he has learned with his own family. If he develops an understanding of his own needs for both individuality and affiliation, he may understand the ambivalence he feels toward his own parents. If he has the opportunity to work with others in a variety of activities, he will learn to cope with pressures for conformity and his own needs for acceptance. Beliefs, values, goals, ideals, etc., that he develops (his organizing systems) will more likely be his own, not imposed on him by his parents or forced on him by peer pressure.

His eventual separation from his parents is then more likely to be on the basis of intelligent, rational decisions, with mutual respect and acceptance. He should also be better prepared to enter into a marital relationship based on genuine affection and respect for his partner, and with full understanding of his responsibilities. With the understanding he has achieved, his children would have a better chance of growing up in a family atmosphere conducive to effective growth and development.

2.3 Intercultural Understanding and Awareness

Everything that was said about interpersonal effectivenss applies to relations between persons from other religions, cultures, races, or ethnic backgrounds. If we could relate to one another in the way described, we would have few if any intercultural problems.

The difficulties we have relating to others are magnified when cultural differences are imposed on the interaction. We tend to be even more certain that our way of viewing the world and our way of behaving is right if these are held in common with the group with which we identify. There is little or no question that we are right and that those who don't agree or who do things differently are wrong. We too often react with total rejection, and with amusement, hostility, or indignation.

It is essential that a person become aware of the fact that he is a product of his own culture and that one culture is as right as another. It isn't a question of right or wrong. Respect and appreciation for differences applies to cultures as well as to persons. A pluralistic society should be more interesting and exciting, and should provide a richer pool of resources and alternatives to draw upon for the solution of problems or adaptation to changing conditions. We need to learn not just to tolerate but to appreciate difference.

A more deep-seated problem, because it is less amenable to rational intervention, is that of prejudice. In our need for affiliation and acceptance, we seek identification with a group, and too often achieve group identity through definition of differences with outside groups rather than common goals and needs within the group. Finding a common enemy or outside threat is the most effective way of achieving group cohesion and insuring our own acceptance of the group, which we so desperately need.

When we identify with a group we have the tendency to assume that our group is better than other groups, that other groups are inferior. Our relations with members of the other groups are influenced by this assumption. We cannot help communicating our feelings of superiority, through condescension, arrogance, and the like and we seek evidence of inferiority to support our beliefs. From the earlier discussion of perception, it should be obvious that our expectations are more often than not reinforced by our perceptions. The less secure we are in our self-concept and acceptance, the more important the group identification and supporting perceptions.

Outside groups are easy to distinguish if physical characteristics, color, language, dress, etc., are different. These are the most likely groups to be set up as threatening and inferior, in relation to which we can establish our identity and superiority. These groups must not only be rejected; they must be controlled. If we are secure enough in the superiority of our group, however, we can then be protective and paternalistic, which is equally degrading.

A group (just as an individual) that is subjected to continuous treatment as inferior may come to view itself as inferior. If it becomes necessary for members of a group to reject their own values, customs, and beliefs

to survive in a dominant culture, this very probably will be done, but very often with resulting feelings of resentment toward both the dominant culture and their own, and feelings of inferiority, lack of worth, and less of identity. To reestablish a feeling of identity and worth, it may be necessary to reject the dominant culture completely before being able to reestablish a relationship based on equality and mutuality.

The attitudes, beliefs, and feelings of prejudice are not developed rationally, although rational arguments may be developed in their support. They are incorporated unconsciously. As a result, a person's feelings and behavior are not based on rational decisions, and their validity more often than not will not be questioned. Questioning their validity will pose a threat to a person's self-concept and identity. Rational arguments, therefore, are not often effective in achieving change in the attitudes, beliefs, feelings, or behavior of prejudice.

The development of positive self-regard, independence, and security in the ability to establish effective relations with others should reduce the need for group identity and acceptance and free a person to examine the validity and utility of his own prejudices. Experiences in groups, examining the processes through which groups form, the processes through which group identity is established, and the dynamics of intergroup relations, would help a person understand the nature of prejudice. Experiences in working closely with persons from other cultures would help the individual understand that fundamentally people are very much alike--the same basic needs, feelings, and life goals. Through these kinds of experiences and understandings, a person is able to achieve a personal identity with mankind as a whole, transcending differences of race, culture, nationality, etc., but with pride in his own cultural inheritance.

2.4 Social Responsibility

It is generally agreed by philosophers and social scientists that man is a social being, that interdependence among men requires that he develop and participate effectively in a social system. Fromm made the point, however, that a society can be unhealthy, and is to the extent that it inhibits the development of an individual's potentialities. Education's task is not just to develop a sense of responsibility to society, but also the motivation and skills to alter society, in the direction of increased responsiveness to the needs of the individual and respect for his uniqueness.

If the authors quoted in this paper are correct, a focus on the development of more adequate, mature personalities should result in a decrease in the many social ills--crime, delinquency, mental health, poverty, hunger, discrimination, etc. Most of these problems are increasing, and we see new problems--rapidly changing values, the generation gap, increased alienation, and widespread use of drugs. We not only need improved problem-solving skills, we need healthier, more mature personalities, if these problems are to be solved.

3. The Man-Made World

Fromm (1941, p. 138) commented that "although man has reached a remarkable degree of mastery over nature, society is not in control of the very forces it has created." He said that:

> Man has built his world: he has built factories and houses, he produces cars and clothes, he grows grain and fruit. But he has become estranged from the product of his own hands, he is not really the master any more of the world he has built; on the contrary, this man-made world has become his master, before whom he bows down, whom he tries to placate or to manipulate as best he can . . . . He seems to be driven by self-interest, but in reality his total self with all its concrete potentialities has become an instrument for the purposes of the very machine his hands have built. He keeps up the illusion of being the center of the world, and yet he is pervaded by an intense sense of insignificance and powerlessness . . . ."

This is particularly true with the advent of the computer and nuclear bomb and the awesome possibilities they offer for control or destruction of man. We see, too, an increasing realization that science and technology must begin to assume more responsibility for the social and ecological consequences of their creations.

Another aspect of a person's relation to the man-made world needs to be considered. His image of himself, his goals and aspirations and his identification with mankind as a whole are dependent to a great extent on his identification with, appreciation for, and understanding of man's ideas and achievements. The focus should still be on the present and future, but building on past achievements and mistakes.

4. Nature

Fromm concluded that man's anxiety is due in large measure to his separation from nature (1955, p. 31):

> Man's evolution is based on the fact that he has lost his original home, nature--and that he can never return to it, can never become an animal again . . . . The problem of man's existence, then, is unique in the whole of nature; he has fallen out of nature, as it were, and is still in it; he is partly divine, partly animal; partly infinite, partly finite. The necessity to find ever-new solutions for the contradictions in his existence, to find ever-higher forms of unity with nature, his fellow men and himself, is the source of all psychic forces which motivate man, of all his passions, affects and anxieties.

With the too recent realization that man's irresponsible disregard for nature may result in the destruction of most if not all life on earth, the depletion of natural resources, and the obliteration of natural beauty, man's relation to nature has demanded increased attention. With the awareness of the growing pollution, man has come to place higher value on clean water and fresh air. With choice farmland being eaten away by cities and the realization that water, minerals, oil, natural gas, and

forests are not inexhaustible, there is a growing concern for conservation of resources. With the awareness that the natural world is shrinking and may be destroyed, a growing number of persons are seeking ways of insuring its preservation.

Increasing emphasis in education is being placed on developing this awareness and concern and the motivation to solve the problems of environment and ecology. It is recognized that transmission of facts alone will not achieve these objectives. Living in harmony with nature must become a personal value and objective of each individual.

As mentioned earlier, it would appear that an important aspect of self-realization is the establishment of identity or unity with nature. Much of man's highest form of enjoyment is found in his experiences with and appreciation of the beauty of nature. The peak experiences discussed by Maslow very often involve an intense encounter with nature. A person's educational experiences should enable him to discover or rediscover his place in nature and the realization that any separation is very probably artificial and quite possibly destructive.

ORGANIZING SYSTEMS, ATTRIBUTES, AND BEHAVIOR

Analysis of the key words used in stating objectives or in describing the effective, fully functioning, creative person has revealed three relatively distinct (although closely related and interdependent) categories (See Table 1). The first of these which we have chosen to call Organizing Systems, is similar to Kelly's "personal constructs" (discussed at length in the preceeding section on The Fully Functioning Person). These are possessions of man--concepts, beliefs, values, standards, ideas, etc.--what he owns as opposed to what he is and what he does. Most of these possessions are borrowed from others or incorporated from his culture, but he places his individual stamp upon them and they become very much his own. These are probably the most dear possessions of man, on the basis of which he forms much of his self-concept, around which he organizes his life, by which he judges himself and others, and for which he may even give up his life.

We typically hesitate in education, and rightly so, to impose these possessions on another person, but a student should be exposed to the various organizing systems of different groups and cultures and afforded the opportunity to examine his own as they are developing. The more aware a person is of the extent to which he is being influenced or pressured to accept particular systems, the more free he will be to choose. The more he is aware of the utility and consequences of various systems, along with the range of variation allowed or tolerated by his society, and the consequences of deviation, the wiser his choices should be.

The second category is Attributes, or characteristics by which a person is described. We say that a person is creative, honest, patient, independent, dependable, etc. These characteristics describe what the person is, not

what he owns or what he does. They cannot be observed directly but are inferred from observed behavior or outcomes. Characteristics are influenced and perhaps even formed by man's organizing systems and in turn affect the way in which the systems will be used. A person who values honesty and dependability, for example, is quite likely to be honest, trustworthy, and dependable. A person who is flexible, creative, secure, and open-minded will quite likely be less rigid and resistant to change in the employment of his organizing systems.

We do find a great many attributes listed as goals of education. Certain attributes are generally considered desirable for both the individual and society. They are difficult to build into the curriculum, however, or to teach in the classroom. We can name and describe them, and discuss their importance and utility, but they are not likely to be adopted by the student until he identifies their personal value and meaning for him. This is most likely to result from personal experience and discovery. If they are retained as objectives, however, opportunities for their development and examination are more likely to be created in the curriculum and classroom.

The third category is Behaviors, what man does, ranging from simple to complex and overt to covert. Much of the behavior with which we are concerned in education, of course, is both complex and covert, and thus difficult to observe and to measure. Here again it often becomes necessary to infer the existence of a behavior from an observable result. Such behaviors cannot be taught directly, but conditions for their development can be created.

The organizing systems and characteristics determine in large measure the particular behaviors employed and the extent to which they will be used. The behaviors are processes used by the person to achieve ends determined by

his organizing systems. The behaviors are not often ends in themselves. Certain behaviors can become of value to the person, however, and important to his self-image, in which case the behavior is performed for its own sake. If a person consistently manifests certain behaviors, we then infer that he has particular characteristics, attributes, needs, or goals.

It is important to include behaviors, or processes, as goals of education. If they are included, and opportunities for their development provided, it is more likely that a person will learn to perform them more efficiently and effectively. In examining the list of behaviors in Table 1, it is quite apparent that we too often fail to provide opportunities or activities for the exercise and development of a great many very important behaviors.

ORGANIZING SYSTEMS (What man possesses)	ATTRIBUTES (What man is)	BEHAVIORS (What man does)	
constructs	mature	observing	questioning
concepts	confident	listening	testing
beliefs	wise	seeking	verifying
values	congruent	searching	examining
standards	self-accepting	exploring	analyzing
ethics	flexible	memorizing	evaluating
mores	adaptable	recalling	judging
philosophy of life	creative	reproducing	anticipating
ideals	resourceful	sensing	predicting
aspirations	imaginative	perceiving	solving
life goals	productive	discovering	deciding
attitudes	conscientious	accepting	intending
theories	dedicated	conceptualizing	planning
sentiments	self-sufficient	understanding	preparing
sanctions	independent	valuing	rehearsing
obligations	perceptive	memorizing	persevering
expectations	insightful	recalling	experiencing
likes/dislikes	motivated	identifying	feeling
preferences	persistent	comparing	enjoying
intentions	energetic	classifying	appreciating
motivations	idealistic	associating	imagining
opinions	open	arranging	creating
concerns	sensitive	organizing	designing
	dependable	structuring	communicating
	responsible	synthesizing	risking
	trusting	interpreting	sharing
	cooperative	abstracting	supporting
	patient	elaborating	asking
	warm	transforming	reacting
	kind	generalizing	responding
	understanding	projecting	defending
	tolerant	extrapolating	explaining
	humane	thinking	describing
	courteous	wondering	respectinf
	empathic	contemplating	approving
	humble	considering	tolerating
	reliable	reflecting	avoiding
	trustworthy	inferring	
	positive	concluding	
		assuming	
		hypothesizing	

Table 1. Examples of Organizing Systems, Attributes, and Behaviors*

*This is not presented as a complete list, but only as examples of the three categories.

THE NEXT STEP

This paper was written as a resource and hopefully to stimulate an interest in the development of educational goals in areas that may be far more important than the cognitive skills or subject matter mastery found in typical objectives. Ideally, each school would develop its own goals and objectives, based on the perceived needs and priorities established by the school staff, students, parents, and other members of the community.

Once general goals are established, they have to be clarified and expanded through more specific objectives, appropriate for age and possibly grade level.* Once objectives are developed, it will be necessary to re-examine the curriculum, teaching strategies, and classroom climate, to determine whether they are conducive to the achievement of such objectives as those discussed herein.

Most probably, change will be required in all three. Change is difficult, it requires work, and always meets resistance, but if these goals and objectives are considered important the change will have to be made.

It is not necessary, as some persons seem to think, to develop new curriculum materials designed specifically to achieve affective outcomes. These outcomes are more a result of how something is taught (or learned) than what is taught. Priorities need to be changed from mastery of subject matter that very likely will soon be obsolete or forgotten to the development of life skills, individual potentialities, and competence and confidence as a person of individual worth.

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*Albert R. Wight, "Beyond Behavioral Objectives," (for guidance in developing specific objectives), 1971.

APPENDIX A

CATEGORIZATION OF EDUCATIONAL
GOALS AND OBJECTIVES FROM VARIOUS SOURCES

The following goals and objectives are from many sources, primarily from the general education goals of a number of states. For the purposes of this paper, these goals and objectives have been classified under four general categories: Self, Others, the Man-Made World, and Nature. Most goals or objectives are listed quite general and are stated in terms of student performance or achievement. Some are stated as goals of the educational system or program.

1. Self

1.0 Self (General)

growing toward self-realization

provide an environment wherein each person can reach his maximum potential as an individual

develop the characteristics of the learner himself which contribute to the full development of his potentialities

develop a sense of esteem and adequacy and to become what he is capable of becoming

all students shall show evidence of a self-concept which recognizes their individual strengths and weaknesses and a realistic understanding of the strengths and weaknesses of others

students shall show evidence of an increasing appreciation of their own abilities without infringing on the rights of others

self-understanding and acceptance: Full education should help every individual acquire the greatest possible understanding of himself and an appreciation of his worthiness as a member of society.

foster in each individual a positive image of himself through the development of self-respect, self-discipline, self-analysis, and self-improvement

understand and accept himself--his own worth, potentialities, and limitations

education must respond to each person's need to develop a positive self-image within the context of his own heritage and within the larger context of the total society. The development of a positive self-image will enhance the individual's ability to fruitfully determine, understand, and examine his own capacities, interests, and goals

develop an understanding and appreciation of his cultural heritage

acquires knowledge, skills, habits, and attitudes which will enable him to capitalize upon his interests, needs, and capabilities for participating in occupational, social, cultural, and recreational activities, in terms of personal staisfaction and social effectiveness

each child develops an increasing awareness of the demands of his educational, social and vocational environment as well as an increasingly accurate concept of self in relation to these environments

he discovers his own strengths. He continually looks within himself for new strengths and potentialities; he is eager to build his life and his success around these strengths and potentialities

he understands himself. He discovers who he is and where his strengths lie. He knows what is important to him and where he wants to go

to like oneself

to develop an adequate vocabulary for the accurate expression of affective states

to be aware of one's major concerns

to be able to inventory one's thought and feelings

to be aware of one's behavioral patterns

to integrate one's subselves

to accept one's feelings

to be able to differentiate between one's feelings

develops high self-esteem and positive self-concept.

the <u>joy of feeling</u> a sense of accomplishment, of contributing to the welfare of others, of having physical and mental well being, of establishing satisfying friendships

widens and deepens the ability to live more richly

1.1 <u>Locus of Control, Self-Direction, Independence, and Power</u>

shows initiative, self-reliance, and leadership

demonstrates locus of control

increases sense of personal control over behavior consequences

challenges ideas of others

expects success

demonstrates autonomy (independence)

autonomous learner (choose, plan)

demonstrates self-management

initiates activities

demonstrates problem solving

demonstrates the ability to control his own behavior and the ability to make other people see his point-of-view and do what he would like them to do. Being able to make his own choices based on good information

to accept responsibility for oneself

character--the educated person gives responsible direction to his own life

a sense of responsibility for the proper direction of his own life and for the welfare of others

possesses the ability to make responsible decisions regarding the use of time

to develop with each individual the motivation and capacity to critically evaluate information from any source

the confidence of knowing what is useful, relevant, and meaningful for him

his ability to use his knowledge and understanding to help him do things he wants to do

to see one's own unique response to a particular experience as 'the right answer.'

1.2 Personal Organizing Systems

develop ethical values and principles

development of ethical behavior, personal standards, and moral values

develops a set of personal ethics and values

achieves moral and spiritual values

to assure that the individual student acquires the understanding of ethical and moral questions that will enable him to consider and adopt a set of values which will guide his behavior

develops an understanding of personal, moral and ethical values and for the application of such values in life situations

acquires a philosophy based upon human values which are conducive to sound character, ethical and moral behavior, and democratic action

improves in ability to apply ethical values as gained from religion, philosophy, and direct experience to his own decisions and behavior

provide each individual opportunity and encouragement to gain knowledge and experience in the area of the natural sciences, the social sciences, the humanities, and the creative and fine arts so that his personal values and approach to living may be enriched by these experiences

spiritual, personal philosophy of existence, unity

possesses a personal philosophy of his reason for existence

1.3 Personal Adjustment, Achievement, Interests, and Expression

1.3a Health

acquire good health habits and an understanding of the conditions necessary for the maintenance of physical and emotional well-being

to acquire knowledge, attitudes, and self-understanding basic to the development and maintenance of physical and mental health

help each individual acquire good health habits, and an understanding of environmental conditions necessary for the maintenance of mental, physical, and emotional well-being

developing behaviors indicative of growth toward personal mental and physical health.
1. improving in understanding and control of emotional self
2. improving in understanding and control of physical self
3. showing intelligent use of accepted health practices and wise action on health problems
4. making intelligent use of accepted safety practices

values and seeks sound mental and physical health through good nutrition; understands biological processes and functions; understands the effects of drugs, alcohol and tobacco; knows how, when, and where to secure medical services; and understands the emotional and social aspects of human sexuality

the educated person protects his own health and that of his dependents

developing behaviors involved in maintaining physical and mental health and safety in small (face-to-face) group situations

maintains health in the home

cares for the health, safety and physical development of the child

demonstrates well-being: an inner feeling of contentment, health, inner peace, and happiness. Not being sick, worried, upset or unhappy

1.3b Creativity

demonstrates creative and critical thinking

education must foster the development of the skills of creative and critical thinking

fostering creativity: full education should give every individual opportunity and encouragement to be creative in one or more fields of endeavor

values and recognizes creativity as a basic human need

he is willing to risk failure--to innovate. He has learned that the pursuit of growth and success presents certain risks. He willingly takes these risks for the sake of his own progress.

to simulate the creative abilities inherent within the individual

demonstrates curiosity, (explores the environment)

learns how to express himself creatively and appreciate the creative expressions of others

quality education should give every child opportunity and encouragement to be creative in one or more fields of endeavor

possesses the knowledge, skill, ability and desire for life-long growth in art areas of his choice

1.3c Coping with Change, Adversity

develop in each individual competence to understand and function in a rapidly changing world

an appreciation of the possibilities for continuing self-development will permit him to pursue his chosen goals to the limits of his capabilities under such changing conditions

possesses a personal value system that enables him to define desirable change on the basis of his understanding of the capacity of man to adjust, to change and the techniques to control change

possesses the attitudes and personal values that enable him to cope with adversity

prepare the individual to deal effectively with situations and problems which are new to his experience in ways which encourage him to think and act in an independent, self-fulfilling, and responsible manner

possesses ability to adjust to changing jobs and job requirements

possesses ability to adjust to changes in human relationships brought about by geographic and social mobility

an increasing ability to cope constructively with the demands of these environments

he approaches life with a positive attitude. With his growing sense of personal worth and importance, he sees how problems and conflicts can be managed and solved creatively and with enthusiasm

demonstrates poise and courage in facing problems

1.3d Work, Productiveness, Accomplishment

demonstrates the ability to do things well and to feel that he can do them well

vocational interests--acquire knowledge and understanding of the opportunities available to him in preparation for a productive life, and develop those skills and abilities which will enable him to take full advantage of those opportunities--including a positive attitude toward work and a respect for the dignity of all honorable occupations

an appreciation of the social value of work and of satisfaction in superior workmanship

work--the educated producer knows the satisfaction of good workmanship

possesses pride in workmanship and accomplishment

quality education should help every child understand the opportunities open to him for preparing himself for a productive life and should enable him to take full advantage of these opportunities

possesses an appreciation of work as desirable and necessary

appreciates the value of the occupation of others

a realistic attitude toward the selection of a vocation

vocational productivity: full education should help every individual understand the opportunities open to him for preparing himself for a productive life and should enable him to take full advantage of these opportunities

opportunity to select and prepare for a career of his choice consistent to the optimum degree with his capabilities aptitudes, and desires

demonstrates the skills of doing (computation, reading, intellectual, artistic, or physical performance) which produce satisfying participation in worthwhile human activities

the achievement of his career goals by adequate preparation in areas which require competence in vocational and technical skills

developing behaviors indicative of growth toward economic literacy and independence

preparing to make intelligent choice of life-work

more thoughtful and meaningful decisions as to career choice and preparation

the satisfaction of earning a contributing and rewarding place in the economic system

developing vocational competence and realizing economic responsibilities

he is eager to share and apply what he has learned. He is excited by an opportunity to use what he has learned in his own life, or to use it to help a fellow student

understands his abilities and acquires concepts, skills and aptitudes which will enable him to make successful beginnings in areas of business, industry, or any other appropriate field of human endeavor

1.3e Leisure Time

leisure also is a complement to work; it is free time. The worthwhile use of it provides a balance in the culture where many jobs, no matter how necessary, provide little opportunity for creativity and self-expression

help each individual use leisure time constructively, broaden his horizons and interests, and develop his creative talents

enjoying wholesome leisure develops intellectual interests--the educated person has mental resources for the use of leisure

place additional emphasis on the development of those skills and attitudes that will contribute to sound physical and mental health through the pursuit of worthwhile leisure time activities

possesses sufficient skill and interest in an area of activity other than that of his vocational choice to be able to make constructive use of leisure time in some avocational pursuit

is able to participate alone or with others in recreational and leisure time activities

recreation--the educated person is participant and spectator in many sports and other pastimes

recognizes recreation as a vital part of human life including participation in recreational activities which provide physical fitness throughout life

uses as a listener, participant, and/or observer one or more of the arts or crafts in recreational and leisure time activity

1.3f Aesthetic, Cultural Appreciation, Expression

develops aesthetic interests--the educated person appreciates beauty

develops in aesthetic and artistic appreciations

possesses an appreciation of the beauty of nature

an inclination to look for beauty in nature and art forms

satisfying aesthetic needs

develops capacities to appreciate literature, art, music, and drama

aesthetic development of the child as both a creator and an enjoyer in the areas such as art, music, literature, drama, the medias, home and the community

to foster and encourage in the individual student an understanding and appreciation of the fine arts and to express himself creatively through them

all students shall, according to their ability and interest, enjoy a variety of experiences in the cultural arts (art, drama, music, literature, etc.). Students shall demonstrate an increasing appreciation for and proficiency in the cultural arts

developing cultural background through reading and participating in various cultural organization and activities

1.4 Personal Skills and Abilities

1.4a Perception

1. perceptual sensitivity
2. seeks and gathers relevant data from many sources and through many experiences--intellectual, physical, social, and sensory
3. ability to understand what things mean
4. to distinguish between one's own unique responses to an experience and the responses of others
5. discriminates between fact and opinion, reason and emotion

1.4b Learning

the first source of the educational purposes must relate to the process by which the individual requires a passion for knowledge and a pleasure in knowing. It is a process which calls for the full development of his conceptual and communicative powers--the technique of analysis, generalization, and invention as well as the skills of communicating ideas and ideals effectively

to encourage and foster in each student a positive attitude toward the school and toward the learning process

the inquiring mind--the educated person has an appetite for learning

motivation to learn: full education should help every child acquire a positive attitude toward school and toward the learning process

develops an inquiring mind as exemplified by a continuing desire for knowledge

he is excited about his education. He is utterly caught up in the adventure of discovery, growth and learning

to generate within each person the attitude that learning is an exciting and desirable experience

to inspire each person to seek and use knowledge independently

developing attitudes and competencies which facilitate learning

developing behaviors indicative of intellectual self-realization

improves study habits, study skills, and other work habits

attitudes toward school:
a. positive attitudes and behaviors
b. enthusiasm
c. low school fearfulness

pursue specialized programs of learning consistent with ability and maturity and the needs of the community

possesses the ability and desire to use effectively the learning resources of the community

each child accepts learning as a life-long continuing process of self-development

the techniques of learning which make discovery of knowledge and wisdom a functional, exciting, and lifelong process

continuing education: full education should help every individual to prepare for a world of rapid change and unforeseeable demands in which continuing education throughout his adult life should be a normal expectation

develop in each individual positive attitudes towards the learning process and a realization that education is a lifetime activity

to acquire command of the knowledge, skills, habits, and attitudes essential for effective learning throughout life

enjoy learning, be able to learn by himself, and continue learning throughout life

1.4c Problem Solving

develop in all learners skill in problem solving through observing, listening, speaking, reading, writing, investigating, analyzing, and evaluating

becoming sensitive to, and competent in, the use of logical thinking and problem solving processes

possess the ability to analyze, synthesize, draw conclusions, make decisions and secure information from a wide variety of sources

acquire basic skills for obtaining information, solving problems, and communicating

maintains a continuing interest in current problems and the habit of weighing alternatives and creatively applying them to the solution of these problems

1.4d Goal Setting

help develop and systematically strengthen the pupil's ability to select goals that are meaningful and satisfying to him

help the pupil select and use those means that are appropriate for achieving his chosen goals

every effort must be made to afford each individual the opppor-tunity for mastery which he needs to pursue his chosen goals, to the point of program entrance and beyond

possesses an understanding of and respect for himself--his abilities, interests, values, aspirations, limitations and uses this understanding to set personal goals

1.4e Communication

competence of the student in communication with other people through speaking, listening, reading and writing

acquire, to the extent of his individual physical, mental, and emotional capacities, a mastery of the basic skills required to obtain and express ideas through the effective use of words, numbers, and other symbols

sight and hearing--the educated person is skilled in listening and observing

possesses an understanding of the structure of language and is able to use this and other skills to communicate feelings, ideas and information

2. Others

2.1 Interpersonal Effectiveness

each person must learn to develop and maintain effective interpersonal relationships

to acquire skills, attitudes, and understanding necessary for effective group action and satisfying human relationships

a high regard for friendly, sincere, cooperative human relationships

as we mature emotionally, our task is to expand the strong concern for self into caring more sensitively and deeply about more and more people

develops desirable relationships, a sense of belonging and caring about others

demonstrates affection: love and friendship that you have for other people and they have for you. Having someone that you look up to.

achievement of adequate horizons of loyalty

recognition of the dignity and worth of the individual

demonstrates the capability of being a worthy person in his relationships with others and with himself

he has a sense of teamwork. He is continually challenged and rewarded. His enthusiasm helps others. He shares. He works cooperatively. Because he is personally fulfilled, he finds it easy to give to others

He is open and free. He is more and more able to take risks, to help other, to expose himself to the possibility of criticism for the sake of growth

each child develops the skills, knowledge and values necessary for responsible citizenship and positive interpersonal relationahips with all segments of society

sustaining friendly contacts with one's friends and with others in small unorganized groups

adopting cultural and social amenities required in contacts with friends and others in small unorganized groups and desirable interpersonal attitudes and skills in precesses needed in such groups

utilizing various kinds of competence needed by members of small organized community groups

possesses a personal value system which maintains individual integrity in group relationships

possesses the ability to understand and cope with dissent

Empathy and Caring

1. Openness to Experience
   a. Risking own ideas and feeling in order to learn.
   b. Careful consideration for the ideas of others.
   c. Experimentation with new ideas, activities, people.

2. Acceptance of Others
   a. Valuing others for their strengths and accepting their limitations.
   b. Treating others with respect.
   c. Appreciating the uniqueness of individuals without trying to change them.

3. Friendliness
   a. Responding in supportive ways to others.
   b. Taking the initiative with others.
   c. Spending time with others in an enjoyable way.

4. Sensitivity to Others
   a. Awareness of and concern for the feelings and needs of others.
   b. Exploration of the nature and causes of the feelings of others.
   c. Actions in relationship to the needs of others.

5. Investment of Self in Others
   a. Actively engaging in doing for others in terms of time, energy, feelings, risk, etc.
   b. Maintaining appropriate physical contact.
   c. Struggling with solving problems even though it involves the experiencing of and sharing of negative feelings.

to accept and support the thought and feeling of others in the class

to trust the other individuals in the class

to be able to freely disclose one's thoughts and feeling to others

ability of the child to assume leadership and choose leaders wisely and to work in groups

becoming a good member of work-groups

possesses the ability to identify common goals and to cooperate with others in their attainment

is able to function as a follower, co-worker or a leader in work

growing ability to maintain the relationships imposed by membership in large organizations

Objectives of Human Relationships

a. Respect for Humanity--the educated person puts human relationships first.

b. Friendships--the educated person enjoys a rich, sincere and varied social life.
c. Cooperation--the educated person can work and play with others.
d. Courtesy--the educated person observes the amenities of social behavior.

2.2 Family Relationships, Responsibilities

encourage appreciation of the family as a basic unit of our society through which cultural heritage may be transmitted and moral standards established

appreciate the significance of the family for the individual and society, and the conditions conducive to successful family living

increasing the effectiveness of the family as a basic social institution

each individual will grow in his understanding of and responsiveness to the needs and responsibilities inherent in family life

to develop an individual understanding of family responsibility

develop an understanding of his own role and the roles of others as members of a family, together with a knowledge of the requirements for successful participation in family living

desire to maintain and strengthen family ideals and harmonious family relationships

improving human relationships within the family

learn how to play responsible and satisfying roles in family life

appreciation of the home--the educated person appreciates the family as a social institution

conservation of the home--the educated person conserves family ideals

homemaking--the educated person is skilled in homemaking

democracy in the home--the educated person maintains democratic family relationships

2.3 Intercultural, Pluralistic Society Understanding and Acceptance

he will have to accept the fact that most of the world's population does not speak his language, does not dress as he does or live by his value systems. The individual's pattern of relationships with others from all races, nations and creeds will call for recognition and acceptance of his fellow man at school, at church, at the shopping center, at work, in the neighborhood and in the community

help every individual acquire understanding and appreciation of persons belonging to all social, cultural, and ethnic groups

provide the pupil with experiences in which our culture is studied in relation to other cultures in the world

acquire a capacity for forming satisfying relationships with a wide range of people, including those with social and cultural backgrounds different from his own

developing behaviors in small group situations indicative of cultural orientation and integration

possesses the social willingness to live in a racially integrated society

understands and accepts the necessity of avoiding discrimination in employment practices

intergroup acceptance: full education should help every individual acquire understanding and appreciation of person belonging to social, cultural, and ethnic groups different from his own

2.4 Social Responsibility (community, nation, world, mankind)

citizenship and social responsibility

education must assure the development of mature and responsible citizens, with the full sense of social awareness and moral and ethical values needed in a heterogeneous society. It must encourage critical but constructive thinking and responsible involvement in the resolution of the problems of our society

possesses a personal value system which emphasizes concern for one's fellow man

the use of intelligence to improve human living

understands freedom as the right to make choices within the framework of concern for the general welfare

social application of science--the educated citizen measure scientific advance by its contribution to the general welfare

understands and accepts the relationships of rights and responsibilities

develops an understanding of the responsibilites of good citizenship and inspire loyalty and respect for the ideals of our democratic society

develops a patriotic loyalty to American ideals and institutions

is committed to the values defined in the Bill of Rights

accepts the responsibility of preserving the rights and property of other

understands the American heritage and its influence on our lives

evidencing intelligent appreciation and support of democratic goals and principles and of American cultural, social, and political traditions

recognizes that every man, unless restricted by his own actions, has the right to participate actively and freely in social, political and economic affairs so long as the rights of others are not violated

possesses an understanding and appreciation of racial, religious and national groups and their contributions to the history and development of our culture

education must assure the development of youth as citizens who have self-respect, respect for others, respect for the law, and good citizenship

Citizenship Education

acquire knowledge of various political systems with emphasis on democratic institutions and the American heritage, and should acquire and continually improve the habits and attitudes that are necessary for responsible citizenship

all students shall demonstrate a knowledge of and appreciation for a democratic form of government

students shall demonstrate an increasing competance to participate in the democratic decision-making process

Citizenship and Social Competence: full education should help every individual acquire the habits and attitudes associated with responsible citizenship and acceptance of his role in society

develop an appreciation of the rights, privileges, and obligations of citizens in a representative democracy, including respect for themselves as well as others

together with these rights students must accept responsibilities and disciplines essential to our society

developing an appreciation for and performing responsibilities of citizenship

education must provide for each individual an understanding of the value systems, cultures, customs, and histories of others. Each student must learn to value human differences, understand and act constructively upon current social issues, participate in society and government while seeking to improve them, and seek and open society where every person has equal access to the goals he seeks regardless of his background or group membership

developing behaviors indicative of growth toward cultural orientation and integration

revealing the personal understandings and characteristics of the good citizen

attaining a perspective on present-day events, cultures and conditions

recognizes the role of the family, religions and community organizations in defining values in a changing society

education must encourage and prepare the individual to become responsive to the needs of an ever-changing social, economic, and political environment both here and throughout the world

achieving a balance between social stability and social change

the intelligent acceptance, by individuals and groups, of responsibility for achieving democratic social action

to produce citizens who are valuable in their home, school, and community and who will be good neighbors, community neighbors, and citizens

political citizenship--the educated citizen accepts his civic duties

The Objectives of Civic Responsibility

a. Social Justice--the educated citizen is sensitive to the disparities of human circumstances
b. Social Activity--the educated citizen acts to correct unsatisfactory conditions
c. Social Understanding--the educated citizen seeks to understand social structures and social processes
d. Critical Judgment--the educated citizen has defenses against propaganda
e. Tolerance--the educated citizen respects honest differences of opinion

possesses the motivation to make the community a desirable place in which to live

possesses the ability and desire to participate in community service activities

to develop within each person the competencies, skills, and values necessary for him to function as a contributing member of society

identifying himself with large groups and organizations interested in cultural, social, economic, and political affairs and becoming an effective member of them

to encourage the individual student to acquire the attitudes and skills of intelligent leadership, cooperation, and service

understand and participate intelligently in our economic system

manifesting interest and participation in the economic affairs of the community

become an effective producer and consumer

understanding the need for federal and state governments simulative and regulatory activities in economic matters and affairs as means of making our free enterprise system work

sensing the principal problems involved in the operation of our economic system and revealing an interest in maintaining and expanding its values

considers public office as a public trust

respects the offices of appointed and elected officials

seeks opportunities to participate in the governmental processes

become an effective participant in political processes

for the student in relation to society:

a. all students shall exhibit codes of behavior acceptable in society

b. students shall demonstrate increasing acceptance of the responsibility for desirable conduct and self-discipline

knows and practices socially acceptable behavior

develops good habits of moral and social conduct

supports the intelligent and responsible sharing of power in order to attain justice

possesses a commitment to law and understands the processes and purposes of law and the American judicial system

law observance--the educated respects the law

understands and values the functions, relationships and responsibilities of labor and management in a free society

respects and cares for the property of his employer and fellow workers

supports the free and voluntary exercise of religious choice

recognition and understanding of world interdependence

world citizenship--the educated citizen is a cooperating member of the world

cooperation in the interest of peace and welfare

developing behaviors indicative of growth toward economic competence and interdependence

recognizing the worldwide application of economic principles and the economic interdependence of the peoples of the world

all students shall acquire levels of knowledge of home, community, nation, and world which enable them to function in a manner appropriate to their age and environment

becoming intellectually able to follow developments on the world and national levels and to formulate opinions about proposed solutions to some of the principal problems and issues

another source of educational purposes is the local, national, and world society which requires the acquisition of customs, habits, and shared values which contribute to effective personal living and harmony between and among peoples

appreciate the heritage of other peoples including the physical and cultural factors affecting the development and relationship of nations

developing behaviors indicative of understanding problems of mental and physical health

a. recognizing health as a world problem, and supporting worldwide scientific and humanitarian efforts and organizations

b. appreciating and supporting work and services of federal, state, and local health and safety departments, and of volunteer organizations

a deep concern for the health of his fellow men

public health--the educated person works to improve the health of the community

learn how to promote personal and public health, both physical and mental

3. Man-Made World

quality education should help every child to understand and appreciate as much as he can of human achievement in the natural sciences, the social sciences, the humanities and the arts

intellectual development: full education should help every individual to understand and appreciate as much as he can of human achievement in the sciences, the humanities, and the arts

understand and appreciate historical, economic, political, and cultural developments

to make certain that individual students acquire an understanding and appreciation of the roles of science and technology in improving our way of life

attaining orientation to the physical world and appreciation of what scientific advancements mean to the world

possesses a knowledge, understanding and appreciation of, and exhibits an interest in, science and the role of science in our society

4. Nature

man needs a healthful environment in which to live, and a healthful environment needs man's consideration. An understanding of the natural processes in the human environment is needed, as is an accommodation with it so that man can fully use the capacities and capabilities of nature for his own benefit with minimal detriment to his environment

possesses the desire to obtain and maintain a healthful natural and physical environment

values and demands the conservation and proper utilization of land and other natural resources

possesses knowledge and understanding of man as an integral part of nature, and as such the quality of life is proportional to the harmony he achieves with all aspects of his natural environment

a knowledge of fundamental concepts about the world environment and man's relationship to it

knowledge and respect necessary for the appreciation, maintenance, and protection of the physical environment

instill an awareness of the need for conservation of human and natural resources

a sense of responsibility for the wise use of human and natural resources

developing understanding of man's environment and of the conservation of resources

the intelligent uses of the natural environment

conservation--the educated citizen has a regard for the nation's resources

supporting measures of federal, state, and local government and voluntary organizations designed to conserve human and natural resources

the intelligent utilization of scarce resources to attain the widest general well-being

is committed to the concept of accountability for the use of public resources

possesses and practices a code of responsible personal behavior when using public and private recreational facilities

APPENDIX B

CHARACTERISTICS OF THE MATURE, FULLY FUNCTIONING, SELF-ACTUALIZING, CREATIVE PERSON FROM THE PERSONALITY, MENTAL HEALTH, AND CREATIVITY LITERATURE

Paul Torrance reported a number of views of the healthy, self-actualizing personality in his book, Constructive Behavior: Stress, Personality, and Mental Health (1965). He considered the list compiled by Tyson (1951) to be "one of the most comprehensive of the detailed lists of criteria of 'good adjustment' . . . [pp. 9, 10]."

1. Adaptability--acceptance of changes both in himself and in his environment.
2. Capacity for Affection--ability to love others and to accept love and support from others.
3. Relative freedom from fear, anxiety, and tension.
4. Appropriate behavior for one's age, sex, status, or role and for the time and place.
5. Ability to determine issues on which one may yield and those on which one should stand firm.
6. Balanced Life--varied activity, multiple interests in life.
7. Code acceptance with adequate emancipation from group or culture.
8. Confidential or intimate relationship with some person.
9. Cooperation--balance between enjoyment of working alone and working cooperatively.
10. Acceptance of honest criticism without sacrificing independence of thinking.
11. Ability to profit from experience.
12. Tolerance of Frustration--acceptance of facts of success with joy and graceful acceptance of failure; ability to meet failure with humor, constructive ideas, and fighting spirit rather than with fear, rage, hoplessness, or suspicion.

13. Goals that are in harmony with socially approved aims; ability to delay immediate satisfaction for long-term values.

14. Ability to live within limits of reasonable health requirements.

15. Ability to maintain sense of humor.

16. Balance between independence and dependence.

17. Self-insight (realistic self-concept).

18. Permanent loyalties with mutual satisfaction.

19. Selection of mate on basis of reason, not fantasy.

20. Moderation--no overemphasis on any aspect of life.

21. Objectivity in new situation, decision, evaluation of failures.

22. Orderly existence in sleeping, eating, working, etc.

23. Primary attention to the present.

24. Healthy Outlook on Life--satisfying philosophy of life.

25. Persistence--continued adaptive action in spite of obstacles.

26. Acceptance of reality.

27. Postponement of Rewards--willingness to wait for future pleasures.

28. Satisfaction--energy, zest, and spontaneity.

29. Self-control--reasonable intellectual control of emotions.

30. Self-respect or self-esteem.

31. View of sex expression as normal phase of life.

32. Social Adjustment--even temper, alertness, social consideration.

33. Tolerance--effort to get along with and understand others.

34. Social Awareness--creative use of leisure time by contributing to school, family, and community.

35. Vocational adjustment.

Another set of criteria of adjustment quoted by Torrance (p. 13) was proposed by Tindall (1955):

1. Maintaining an integrated personality, coordinating needs and goal-seeking behavior.

2. Conforming to social standards, harmony with standards of cultural groups.

3. Adapting to reality conditions, ability to take present hardship conditions to progress toward long-range goals.

4. Maintaining consistency, predictable behavior, hope of adjustment.

5. Maturing with age, personality and mental growth concomitant with physical growth.

6. Maintaining an optimal emotional tone, neither constricted nor overwhelmed by emotions.

7. Contributing optimally to society through increasing efficiency, reaching beyond self-centered goals.

Six aspects of positive mental health proposed by Marie Jahoda (1958) were reported by Torrance (pp. 14, 15):

1. Attitudes of an individual toward his own self.

   a. accessibility to consciousness (self-objectification, being one's self, self-awareness, etc.).

   b. correctness (ability to see the self realistically and objectively).

   c. feeling about the self (acceptance of self, including imperfections).

   d. sense of identity (sentiment of self-regard, clarity of self-image).

2. Growth, development, or self-actualization.

   a. self-concept.

   b. motivational processes.

   c. investment in living (achievements of self-actualizing person as demonstrated in a high degree of differentiation, or maximum of development, of his basic equipment).

3. Integration

   a. a balance of psychic forces in the individual.

   b. a unifying outlook on life, emphasizing cognitive aspects of integration.

   c. resistance to stress.

4. Autonomy

   a. regulation of behavior from within.

   b. independent behavior.

5. Perception of reality.

   a. perception free from need distortion.

   b. empathy or social sensitivity.

6. Environmental mastery

   a. the ability to love.

   b. adequacy in love, work, and play.

   c. efficiency in meeting situational requirements.

   d. adequacy in interpersonal relations.

   e. capacity for adaptation and adjustment.

   f. efficiency in problem solving.

Abraham Maslow (1954, 1962) identified the following characteristics of the self-actualizing person:

1. Superior Perception of Reality--able to judge both situations and people more accurately than less healthy persons.

2. Acceptance of Self, of Others, and of Nature--an appreciation of the uniqueness and intrinsic value of each individual (including oneself) and nature as it is experienced.

3. Spontaneity--the capacity to experience and to respond to that experience with full awareness and appreciation of feelings engendered.

4. Problem-Centering--the capability and tendency to lose oneself in a meaningful task.

5. Detachment and Desire for Privacy--the ability to be alone with one's own thoughts and creative pursuits.

6. Autonomy and Resistance to Resist Enculturation--independence in judgment, with the ability to formulate his own values and standards within the press of culture.

7. Freshness of Appreciation and Richness of Emotional Reaction--related to spontaneity, above.

8. Higher Frequency of Peak Experiences--Maslow contended that the person who is more spontaneous, more willing to experience, and more in touch with his feelings will have deeper, almost mystical experiences.

9. Stronger Identification with the Human Species--feeling for others that extends beyond friends, family, race, or nationality to mankind in general.

10. More Effective Interpersonal Relationships--the ability to establish close, undemanding and non-possessive relationships with a few persons and effective even though not close relationships with a larger number of persons outside this small group.

11. Democractic Character Structure--respect for others, no need to exert power or control over others.

12. Ethical Certainty--well-developed system of values, ethics, and ideals for the regulations of one's own life.

13. Unhostile Sense of Humor--spontaneous sense of humor related to the situation; not descructive or hostile.

14. Creativeness--creative approach to life in general, the ability to identify fresh solutions to life's daily problems.

Gordon Allport (1961) proposed a number of characteristics of the mature personality:

1. Authentic participation by the person in some significant sphere of human behavior--work, study, family, hobbies, etc.

2. Social adjustment marked by two quite different kinds of warmth--the capability of great intimacy in his capacity for love and compassion for mankind in general.

3. Frustration Tolerance--the ability to put up with the daily irritations and frustrations, by taking the blame on oneself, biding one's time, planning to circumvent the obstacle, or if necessary, resigning oneself to the inevitable.

4. A Sense of Proportion (self-control)--expressing one's convictions and feelings with consideration for the convictions and feelings of others. Not threatened by one's own or others' emotional expressions.

5. Accuracy of Perception--does not bend reality to fit one's needs and fantasies.

6. Problem-solving skills.

7. The capacity to lose oneself in one's work.

8. The ability to support oneself and one's family "without panic, without self-pity, without giving way to defensive, hostile, self-deceiving behavior."

9. Good self-insight.

10. Good Sense of Humor--"the ability to laugh at the things one loves (including, of course, oneself and all that pertains to oneself), and still to love them"--as opposed to the cruder sense of the comic (absurdities, horse play, or puns).

11. The capacity to be oneself and not to pretend to be something one cannot be.

12. A Unifying Philosophy of Life--a clear comprehension of life's purpose in terms of an intelligible theory. Living in harmony with what one would like to be and ought to do as a unique individual.

Carl Rogers (1969, pp. 243, 254) identified the following "value directions" as being characteristic of his clients as they moved in the direction of growth and maturity:

1. They tend to move away from facades. Pretense, defensiveness, putting up a front, tend to be negatively valued.

2. They tend to move away from "oughts." The compelling feeling of "I ought to do or be thus and so" is negatively valued. The client moves away from being what he "ought to be," no matter who has set that imperative.

3. They tend to move away from meeting the expectations of others. Pleasing others, as a goal in itself, is negatively valued.

4. Being real is positively valued. The client tends to move toward being himself, being his real feelings, being what he is. This seems to be a very deep preference.

5. Self-direction is positively valued. The client discovers an increasing pride and confidence in making his own choices, guiding his own life.

6. One's self, one's own feelings come to be positively valued. From a point where he looks upon himself with contempt and despair, the client comes to value himself and his reactions as being of worth.

7. Being a process is positively valued. From desiring some fixed goal, clients come to prefer the excitement of being a process of potentialities being born.

8. Perhaps more than all else, the client comes to value an openness to all of his inner and outer experience. To be open to and sensitive to his own inner reactions and feelings, the reactions and feelings of others, and the realities of the objective world--this is a direction which he clearly prefers. This openness becomes the client's most valued resource.

9. Sensitivity to others and acceptance of others is positively valued. The client comes to appreciate others for what they are, just as he has come to appreciate himself for what he is.

10. Finally, deep relationships are positively valued. To achieve a close, intimate, real, fully communicative relationship with another person seems to meet a deep need in every individual, and is very highly valued.

Rogers (1969, pp. 282-288) identified three facets of psychological growth: (1) openness to experience, (2) living in an existential fashion, and (3) trust in one's own intuition, judgment, and decisions in the existential situation. He said that the person who emerges from an optimal experience of personal growth is a "fully functioning person," with the following characteristics:

1. He is able to live fully in and with each and all of his feelings and reactions.

2. He is making use of all his organic equipment to sense, as accurately as possible, the existential situation within and without.

3. He is using all of the data his nervous system can thus supply, using it in awareness, but recognizing that his total organism may be, and often is, wiser than his awareness.

4. He is able to permit his total organism to function in all its complexity in selecting, from the multitude of possibilities, that behavior which in this moment of time will be most generally and genuinely satisfying.

5. He is able to trust his organism in this functioning, not because it is infallible, but because he can be fully open to the consequences of each of his actions and correct them if they prove to be less than satisfying.

6. He is able to experience all of his feelings, and is afraid of none of his feelings.

7. He is his own sifter of evidence, but is open to evidence from all sources.

8. He is completely engaged in the process of being and becoming himself, and thus discovers that he is soundly and realistically social.

9. He lives completely in this moment, but learns that this is the soundest living for all time.

10. He is a fully functioning organism, and because of the awareness of himself which flows freely in and through his experiences, he is a fully functioning person.

A COMPOSITE DESCRIPTION OF THE CREATIVE PERSON

1. Curious, inquiring mind, never bored.
2. Adventurous, resourceful, willing to take a chance.
3. Flexible, adaptable, versatile.
4. Open-minded, receptive to others' ideas.
5. Tolerant of ambiguity.
6. Attracted to disorder, preference for complexity.
7. Willing to suspend judgment. Resists premature closure but strong need for ultimate closure.
8. Becomes preoccupied with a problem.
9. Need for mastery of a problem.
10. Attempts difficult jobs, with persistence, drive, determination, diligence, perseverance.
11. Thorough.
12. Motivated, industrious, energetic; esthetic and moral commitment to his work.
13. Desires to excel.
14. Self-starter, self-sufficient, self-confident.
15. Individualistic and self-assertive.
16. Non-conforming, doesn't fear being different.
17. Attitude of constructive discontent.
18. Questioning attitude toward sources of information.
19. Not subservient to authority.
20. Independent in thinking; likes to think; speculative.
21. Creative imagination.

22. Likes solitude; likes to work alone.
23. Self-aware; self-accepting; more open to the irrational in himself.
24. Emotionally sensitive.
25. Intuitive, visionary.
26. Breadth of interest.
27. Appreciates beauty.
28. Sincere.
29. Sense of humor.
30. Need for variety; dislike of sterile or monotonous routine.
31. Strives for distant goals.
32. Aware of others.
33. Shuns power.
34. Spirited in disagreement.
35. Constructive in cirticism.
36. Positive attitude; not hostile or negativistic.
37. Deep and conscientious convictions; differentiated value hierarchy.
38. Sense of destiny.

APPENDIX C

COMPARISON OF THE OPEN AND CLOSED SYSTEMS OF HUMAN RELATING*

The Open System	The Closed System
Attitudes and behavior toward others of trust, concern, responsiveness, respect, acceptance, support, and encouragement result in:	Attitudes and behavior toward others of distruct, lack of concern, lack of responsiveness, disrespect, lack of acceptance, lack of support, disapproval, intolerance, discouragement, disparagement, ridicule, condescension, domination, force, coercion, shame, blame, threats, punishment, restriction, control, regimentation, and rejection result in:
1 Freedom from defensiveness and concern for power, status, or security, which allows one to be self-abandoning task oriented, and to admit one's mistakes.	1. Defensiveness and concern for personal security, protection, power, and status, which results in self-centeredness and an inability to admit one's weaknesses or mistakes.
2. Self-confidence and self-esteem, which frees one to be more flexible and objective, to entertain new ideas, and to abandon the irrelevant.	2. Lack of self-confidence and self-esteem, which results in caution, inflexibility, inability to relinquish the old and explore the new.
3. Freedom and individuality; spontaneity, initiative, creativity, originality, innovation, experimentation, and curiosity.	3. Conformity and submissiveness; control; lack of spontaneity, initiative, creativity, originality, innovation, experimentation, or curiosity.
4. Warm feelings toward others, appreciation, satisfaction, cooperation, and involvement.	4. Anger, resentment, hate, hostility, aggression; resistance, rebellion; bewilderment, frustration, dissatisfaction, disappointment, grief, withdrawal.
5. Mutual, reciprocal, growth-producing relationships.	5. Mutual, reciprocal fear and distrust.
6. Harmony and cooperation.	6. Conflict and competition.

7. High confronting and free interplay of differences without personal conflict.	7. Avoidance of confrontation, openness, or revealing of differences.
8. Shared power, participative decision-making and problem-solving.	8. Use of power over others; dictatorial and arbitrary decisions.
9. Honesty, integrity, congruence, and responsibility.	9. Deception, dishonesty, lack of integrity, incongruence, and lack of responsibility.
10. Positivism, optimism.	10. Negativism, pessimism, cynicism.
11. And, of course, attitudes and behavior toward others of trust, concern, responsiveness, etc.	11. And, of course, attitudes and behavior toward others of distrust, lack of concern, lack of responsiveness, etc.

*Wight, Albert R. Participative Education and the Inevitable Revolution, Journal of Creative Behavior, Vol. 4, No. 4, fall 1970, pp. 243, 244.

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